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Private foundations have exercised a significant influence on higher education in the past and will probably continue to do so. In the future, foundations could cooperate with higher education in: bringing about a creative synthesis of the liberal arts with technology; developing the urban university; developing more effective management procedures in colleges and universities; defining the internal governance of universities and studying the problem of faculty evaluation; studying and encouraging interinstitutional cooperation and overall planning; understanding the process of change and its implications for higher education; establishing a much needed "Council on Educational Policies and Directions" which would issue periodical statements on instructional trends and directions, formulate economic projections, and publish position papers on crucial educational issues. (JS)

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Section 9
Monday morning, March 3

POSSIBLE FUTURE DIRECTIONS FOR HIGHER EDUCATION AND PRIVATE FOUNDATION COOPERATION

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Private foundations and American universities have more in common than generally realized. This kinship was outlined perceptively in 1930 by Dr. Frederick P. Keppel, then president of the Carnegie Corporation. He wrote: "What social instrument is the foundation's nearest relative? I think, without any question, it is the university. There are, of course, obvious differences...and yet to me, at any rate, the similarities seem more important than the differences." 1/

Perhaps we need occasional reminding of the very important influence that private foundations have exercised on higher education. As Robert Morison points out, "our current methods of differentiating one level of education from another, of selecting students for admission, of keeping academic books, of arranging pensions and insurance plans for teachers are all directly traceable to the activities of foundations." 2/ The vital influence of foundations in the reform of medical education is well known. And many foundations have become known for their contributions in special fields, such as the Viking Foundation in anthropology, the Commonwealth Fund in psychosomatic and social medicine, the Russell Sage Foundation in medical sociology, and the Alfred P. Sloan Foundation in business management.

*Paper presented to Section 9 on "How Can Higher Education and Private Foundations More Fruitfully Combine Efforts to Provide Needed Innovations and Redirections?" at the 24th National Conference on Higher Education, sponsored by the American Association for Higher Education, Chicago, Monday morning, March 3, 1969. Permission to quote restricted.

1/ Frederick P. Keppel, The Foundation. New York: The Macmillan Company, 1930. pp. 9, 10, 11.

2/ Robert S. Morison, "Foundations and Universities." In The Contemporary University: USA. Daedalus, 93: 1118-9; Fall 1964.

This very brief historical perspective was chosen in place of the contemporary contributions of private foundations to higher education. These are many, and I believe, significant.

The following section of the paper will discuss possible future directions for foundation-higher education activities, and conclude with a new thrust that is much needed.

Creative synthesis of the liberal arts with technology

One area of cooperation might be the creative synthesis of the liberal arts with technology. The land-grant colleges, in their early days, broke radically with the historical pattern of liberal education. As pointed out in a Danforth Commission report, the expansion of knowledge and the admission of new subjects destroyed the unity of the older curriculum, and the elective system, so widely adopted in the latter third of the nineteenth century, reduced the common core of undergraduate education.

Another more pervasive influence was the importation of the German university idea--an event marked by the founding of Johns Hopkins University in 1876. Previously, American universities had been undergraduate colleges in the British collegiate tradition, with modest graduate and professional programs. The new university pattern, however, gave priority to graduate study and technical scholarship. The research emphasis imported from Germany and now thoroughly imbedded in our universities has resulted in a scholarly vigor and objectivity that were lacking in classical education, and a critical spirit of inquiry was nurtured. The priority given to research has resulted in a great increase of knowledge, particularly in the sciences, and these important contributions can be attributable directly to the modern university. They are cultural and educational innovations of the first order.

But the nineteenth century German university tradition carried with it certain assumptions about scholarship which have caused some serious problems. Scholarship was conceived in technical, almost pedantic, terms, and emphasis was on factual knowledge rather than on broader understanding. The attention of the gratuate school was focused primarily on knowledge, not on students as persons.

This attitude has, in large measure, carried over into undergraduate education. A preoccupation with factual knowledge has tended to undermine the human values which could give unity and purpose to the educational program. The British collegiate idea, of which the liberal arts college in this country is an heir, has lost ground steadily to the notion of specialized scholarship which permeates the university. 3/

3/ Danforth Commission on Church Colleges and Universities. Eight Hundred Colleges Face the Future. St. Louis, The Danforth Foundation, 1965. pp. 8-9.

On this matter, Lewis Mayhew has written: "Clark Kerr believes that the genius of American higher education is the blending of the British idea of a college and the German idea of a research institute." In taking a position contrary to that of Clark Kerr, Mayhew writes that "this has been an almost impossible marriage and the attempt to fuse the teaching function, the research foundation and the service foundation is the biggest problem which has faced American higher education since the marriage was consummated." 4/ In any case, the matter could benefit from foundation interest since the needed studies usually cannot find the support necessary for the extensive and intensive studies that are needed.

Development of the urban university

A second area of increased higher education-private foundation activity might be in development of the urban university. As the rural bias was evident in the development of public support for higher education during the past half century, one can expect the urban bias to become evident during the next 50 years. Yet we know all too little about what an urban university should look like and what it should do. We need to probe into how urban universities can develop programs that combine the conceptual-research-theoretical university contribution with the practical-messy-urgent needs of the urban area.

Cost analyses and other management procedures

Speaking at the AAHE in 1968, Frederick Bolman raised this point, asking "What hard evidences have we to present to the federal government, state legislatures, corporations, foundations, and individuals that we are really effective and efficient? Such cost-effectivenesses analyses are indispensable for the systems analysis of decision-making which is just beginning at some institutions." 5/

One can predict with reasonable certainty that state legislatures will become increasingly inquisitive--to say the least--toward their investment in higher education. One does not have to believe in the advisability and benefits of this development to be realistic about its possibilities. State legislatures have every right to inquire into how funds are being used in public institutions that are supported by taxes. Officials in higher education administration should be challenged to move ahead of state legislatures in developing more effective management procedures.

4/ Lewis B. Mayhew, "Organizing General Education in Terms of Diverse Student Needs, Plans and Aspirations." Innovations in Higher Education, Baltimore: Towson State College, 1965. p. 19.

5/ Frederick de W. Bolman, "Preparing College and University Administrators for the Year 2000." Paper presented at the 23rd National Conference on Higher Education sponsored by the American Association for Higher Education, Chicago, March 4, 1968.

At present there are few models to follow in this area, and much more experimentation and cross-pollination of ideas are desirable. To this end, foundations and institutions of higher education can cooperate in a series of studies, culminating in a number of seminars that try to develop and/or sharpen the ways in which modern management techniques can be more effectively applied to higher education.

Internal governance

A fourth area of possible increased foundation-higher education cooperation is that of internal governance. The study sponsored by the American Council on Education and the one sponsored by the American Association for Higher Education, with Kettering Foundation financial support, are familiar to many in this audience. 6/ These valuable studies certainly provide some assistance in this important area, but additional studies are needed, and some in different areas.

One critical area that has been virtually untouched by foundation support is that of faculty evaluation. Writing some years ago in The Academic Man, Logan Wilson said, "Indeed, it is no exaggeration to say that the most critical problem confronted in the social organization of any university is the proper evaluation of faculty services, giving due recognition to the impartial assignment of status."

Faculty evaluation remains one of the most difficult, complex--yet vital--aspects of the academic world. The problem is further complicated by the rapidly expanding size of colleges and universities, the increasingly varied assignments undertaken by academic personnel, and the building pressures for organizational and instructional change in higher education. A great deal of study is needed in this area.

To take just one example--a small section of the larger problem: what hard evidence do we have on the "publish or perish" syndrome? The answer is "virtually none." Everyone has 15 minutes of erudition and an opinion on the matter, but carefully conducted study and research on the matter is very difficult to find.

6/ Archie R. Dykes, Faculty Participation in Academic Decision Making. Washington, D. C.: American Council on Education, 1968; and the Task Force on Faculty Representation and Academic Negotiations, Campus Governance Program. Faculty Participation in Academic Governance. Washington, D. C.: American Association for Higher Education, 1967.

Inter-institutional cooperation and overall planning

The area of inter-institutional cooperation is one of increasing importance and of rapid development, yet few studies have been made and only ad hoc efforts initiated toward studying how several institutions might cooperate more effectively toward pooling their resources and faculty. A number of successful efforts have already developed in this area, and these can serve as models for others, but considerable development is desirable in the future.

A second dimension relates to overall planning for higher education at the state level. Again, one finds that little has been developed in this area that would provide a model for states considering this development. Just the accumulation of experiential data in this area would be of assistance, but research and study is needed as the states without overall planning or with paper tigers move in this direction. While each state is different and would probably require some unique adaptations for its situation, we know all too little about what has happened--and how--in states with successful overall plans.

The process of change

A fifth area of fruitful cooperation would be in the area of the change process. In elementary and secondary education, concern about the process of change has developed dramatically in recent years, and no end is in sight. With a great variety of new innovations available, the problem facing public school officials concerns how to select innovations that are both conducive to good education, realistic in cost, and at home in the school's milieu.

Concern about strategies of change and implementing innovations is just coming upon the scene in higher education. A recent book by Evans and Leppmann entitled Resistance to Innovation in Higher Education 7/ is instructive in this respect. Certainly we need a great deal more knowledge about what are the resistance points in higher education, how does change take place, how does one institutionalize innovation over a period of time, and how does one evaluate change. These kinds of questions are being raised with increasing persistence in elementary and secondary education, I believe they have great relevance to higher education also.

Council on educational policies and directions

A final area concerns a needed new development in American education. The pace of educational activity has accelerated dramatically in the past three years. We are going--faster--in more different directions than ever before. The emphasis on action is good, but it will do American

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7/ Richard I. Evans and Peter K. Leppmann. Resistance to Innovation in Higher Education. San Francisco: Jossey-Bass Inc., Publishers, 1968, 198 pp.

education little good to accelerate the pace unless the directions are known to be desirable. And not only is the pace accelerated but the problems have become more complex and sensitive.

To fill an almost complete void in the area of policy formation and direction determination, the formation of a CED-like organization for education is proposed. The CED model has been eminently successful for business; there is no reason to doubt its potentiality for education.

The tentatively named "Council on Educational Policies and Directions" (CEPD) could have three general purposes:

1. To issue periodical statements on instructional trends and directions.

2. To issue position papers on crucial educational issues and/or problems.

3. To issue periodical statements on economic projections for American education.

Representation on the Council should include distinguished representatives from business and industry, private philanthropy, education, government, and perhaps the clergy.

A permanent central staff would provide dynamic leadership. Heavy reliance upon ad hoc task forces and consultants would keep the central staff relatively small and also help insure a fresher and more authentic input than from what might be achieved with a large central staff.

The way in which the Council was formed would be vital to its future and to its success. At least three fundamental bases of support would be necessary to provide an objective base and to free it from both the suspect and the reality of pressures. This funding arrangement would include private foundations, private business, and government. The area of foundation support could constitute--on a consortium basis--two thirds or three quarters of the total funding. The Council should include one division for elementary and secondary education and one division for higher education. One may suspect that encompassing the spectrum of education in one organization would be too much, but from the conceptual point of view, the increasing inter-relationship of education--the comprehensive model--is becoming more apparent.

The need for such an organization has been apparent to some individuals for several years, and informal conversations have taken place within the past year with respect to an organization of this nature for the elementary and secondary education as well as for higher education. While these conversations have different initiations and have involved different individuals, there does not seem to be resistance to combining both interests into one national organization.

Harold B. Gores has said that a university is "people, ideas, and a place--and in that order." It would seem that university-foundation cooperation in the future might move more into the management and policy dimension. Broadly interpreted, this includes the process of change, governance, retraining and new training, and policy development. A recent study made by Forbes magazine, found that the clear lesson of the last 50 years of U. S. business history is this: "If a company has nothing going for it except one thing--good management--it will make the grade. If it has everything except good management, it will flop." 8/ Joint foundation-higher education forays into the areas of personnel and processes of management could provide catalytic benefits for the kind of future we are likely to have for higher education.

8/ "Management," Forbes magazine, 100:51-52; September 15, 1968.